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ABSTRACT

In 1978 the Arkansas Migrant Education Program provided educational, health, nutritional and social services to some 10,000 migrant students. Using the Migrant Student Record Transfer System, a study was conducted to determine the dimensions of the flow of migrant children to and from other states month by month, the principal movement patterns, and the extent of intrastate movement. In 1978, 5,189 migrant students entered Arkansas and 4,404 departed. Two Texas counties, Hidalgo and Cameron, accounted for more than half of all entries and departures, and the states of Texas, Michigan, Ohio, Florida and Indiana accounted for approximately 95% of the interstate movement. Almost 42% of all students entering were at the secondary level, a figure significantly larger than typically found in other states. Although migrant students moved 9,961 times within the state in 1978, the average number of movements was relatively low, with over half of the students moving only one time during the year and over 3,000 showing no movement. Over 90% of the intrastate moves were within the individual counties. Among the recommendations for improving the program was a review of secondary education to determine the reasons for its success and dissemination of that information to other states. This document uses many charts and maps to present study data on numbers, destinations, origins, grade levels, monthly breakdowns, and flow patterns of migrant students. (DS)

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a study for the State of

Arkansas

to define movement patterns of migrant students

February 1979

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A STUDY FOR THE STATE OF ARKANSAS TO DEFINE MOVEMENT PATTERNS OF MIGRANT STUDENTS

FEBRUARY 1979

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CHAPTER 1

INTRODUCTION

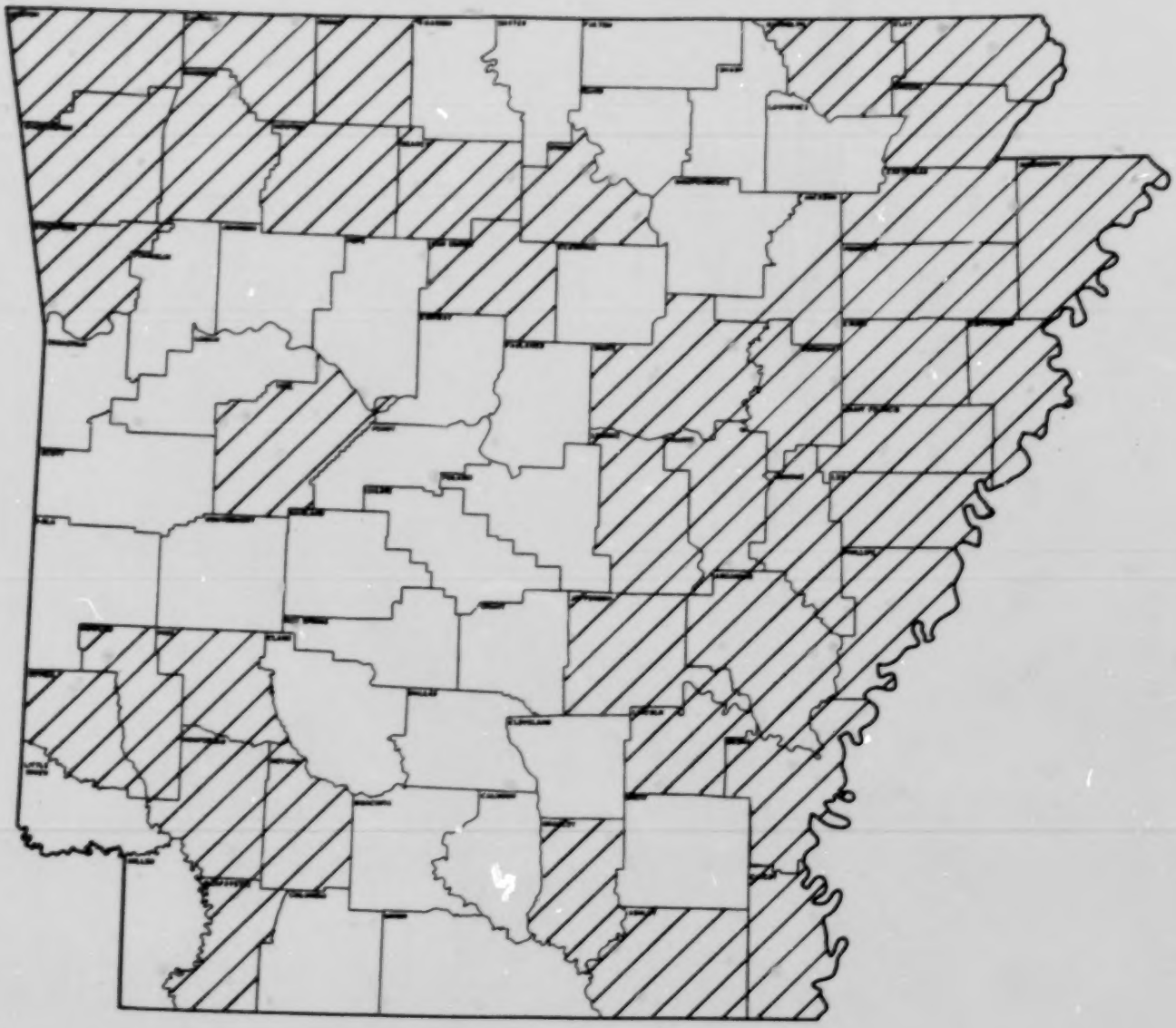
Background

The mobile lifestyle faced by Arkansas' migrant students has serious and far-reaching effects. Because of their high rate of mobility, migrant students find that their education is interrupted as the family follows the crops. As students move from school to school, they find that this interruption is compounded by the teaching of different subject matter under different learning systems. While the number of migrant students in the United States exceeds one half million, they constitute a relatively small percentage of most local school districts, rendering it almost impossible for these districts to meet the special educational, health, and social needs of migrant students.

Recognizing the extent of the problem, the State of Arkansas, in cooperation with the U. S. Office of Education, has established the Arkansas Migrant Education Program. This program has been designed to provide a comprehensive package of supplementary services in the areas of education, health, nutrition, and social needs. The program serves approximately 10,000 students and spends over three million dollars annually. Ninety-nine school districts in 41 counties participated in the program during the past year. Those counties participating and in which migrant student movements were identified are shown in Figure 1.

FIGURE 1

ARKANSAS COUNTIES WITH MIGRANT
STUDENT MOVEMENTS IN 1978



Need for the Study

Arkansas is a complex State. Its structure and large number of students yield a need for extensive information for program planning. Prior to this study, there was no comprehensive, definitive evaluation of the movement patterns of migrant students from, to, and within the State of Arkansas. This being the case, administrators and teachers were forced to make decisions with less than complete knowledge as to where the children they were serving came from or went to. The value of this information in policy definition and program planning at the State, regional, and county levels was obvious. This study, therefore, was designed to answer the following questions:

- What are the dimensions of the flow of migrant children to and from other States month by month?
- What are the principal common movement patterns?
- How much intrastate movement is there and what patterns does it take?

The use of the information contained in this report will provide educators and administrators with the planning tools necessary to directly help migrant students by having appropriate migrant educational programs available at the correct time and location with the appropriate resources.

Study Approach

The analysis of migrant student movements in Arkansas involved three basic tasks:

- Data collection
- Analysis of student movement data
- Preparation of graphics and the Final Report

The data collection task involved a review of the computer programs developed by D. A. Lewis Associates, Inc., to access and extract the required data from the Migrant Student Record Transfer System. Once the review of the computer programs was completed, they were run against the MSRTS Data Base to extract the data necessary for the study.

The second task involved the analysis of migrant student movement patterns utilizing the data extracted from the MSRTS Data Base. These data were analyzed to facilitate an understanding of both inter- and intrastate migrant student movements. Data were reported separately for primary (grades K through 6) and secondary (grades 7 through 12) levels. In this analysis, a move was recorded only when a child actually entered or left a project school. Disenrollment and subsequent re-enrollment in the same school was not included unless the student had enrolled in an intervening school. Finally, data were analyzed both for the most recent calendar year (January 1978 through December 1978) in order to provide an understanding of the major trends and patterns of migrant student movements within the state.

The third task involved the preparation of graphic materials and the Final Report. The Final Report contains a detailed analysis of migrant student movements for calendar year 1978. In this analysis, an evaluation of interstate entering and

departing movements is presented and intrastate (county-to-county) movements are likewise analyzed. Finally, a section containing a summary of the major findings of the study and the recommendations for action has been included.

Study Limitations

The data used in this study were taken from the records contained in the Migrant Student Record Transfer System, a component of the State of Arkansas Department of Education located in Little Rock, Arkansas. The records of all migrant students in the Data Base were searched by computer and those that were identified as being connected in some manner with the Arkansas Migrant Education Program were set aside. In accomplishing this, student records were extracted and processed while maintaining the data privacy of an individual student's record. Individual records and the computer listings which were analyzed did not contain either an individual's name or his or her identification number, and both the spirit and the letter of PL 93-380 were met throughout.

Because the data used in the study were drawn from the MSRTS, they are subject to the limitations which apply to those data in general. One of the major limitations is that a student movement is recorded only if students move from one project school to another project school. Should a student move from a project school to a nonproject school, he or she would not be shown as having any movement. Thus, students who enroll in the Arkansas Migrant Education Program during the summer and

who do not enroll in any other migrant education program during the regular school year would not be shown as having moved when, in fact, they are legally considered to be interstate migrant students. Finally, the data utilized in the study are subject to the vagaries of the enrollment and disenrollment process in terms of the speed with which student data is entered into the system. Even given these limitations, however, the data presented accurately reflect the movement of Arkansas-related migrant students who have been associated with the MSRTS Data Base.

CHAPTER 2

DETAILED 1978 ANALYSIS

Introduction

This chapter presents a detailed analysis of the movement patterns of migrant students to, from, and within the State of Arkansas during calendar year 1978. This analysis has been structured in such a way that interstate and intrastate data are presented separately in order to allow program planners within the Arkansas Migrant Education Program to be aware of the differences that exist and, thus, to meet the different needs of these two groups of students.

The first major section of this chapter will present an evaluation of the movements of those students who travel in the interstate stream. These student movements will be evaluated separately for their entering and departing patterns. The second major section of this chapter will present an evaluation of the intrastate movements (both intercounty and intracounty) of Arkansas' migrant students.

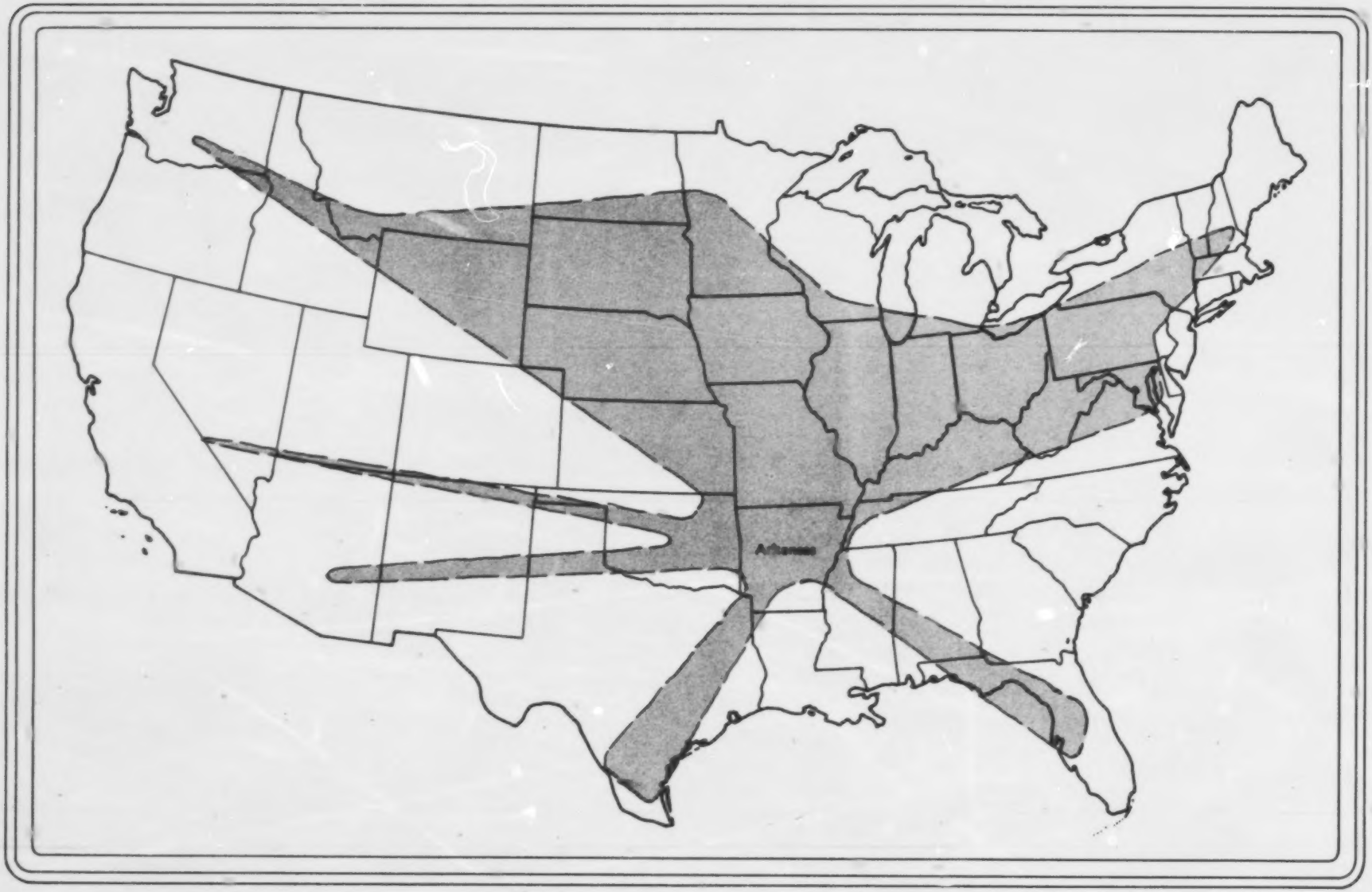
Interstate Migration

Entering Arkansas

Arkansas is at the agricultural crossroads of the nation. In its prime geographic location in the central south, Arkansas attracts migrant farmworkers and their families from a large number of states across the nation. The general patterns of the over 5,000 students who entered Arkansas from other states during calendar year 1978 may be seen in Figure 2. These students

FIGURE 2

GENERAL PATTERNS OF MIGRANT STUDENTS ENTERING ARKANSAS



entered Arkansas from 32 states across the nation, with new students enrolling in project schools each month. As may be seen in Figure 3, there are two separate seasons for migrant farmworkers in Arkansas. The season for entry and activity encompasses the six-month period from May through October. It is during these six months that 90.5% of all entries occur. The second season runs from November through the following April, and it is during these months that only 9.5% of the entries occur. The two major months for migrant students entering Arkansas are June, during the land preparation season, when 19.7% of all students entered, and October, the harvest season, when 20.5% of all students entered.

As was discussed previously, migrant students enter Arkansas from 32 other states across the nation. Of these 32 states, however, five predominate and provide over 93% of all migrant students. The predominant five states may be seen below:

Texas	65.4%
Michigan	13.0%
Ohio	8.1%
Florida	4.3%
Indiana	2.7%

In all, twelve states provided twenty or more students to the Arkansas Migrant Education Program during 1978.

A further review of Figure 3 shows a very interesting fact about the Arkansas Migrant Education Program. As may be seen, almost 42% of all students that entered Arkansas during

FIGURE 3

NUMBER, ORIGIN, AND GRADE LEVELS OF MIGRANT STUDENTS ENTERING ARKANSAS DURING 1978

SENDING STATE	JANUARY			FEBRUARY			MARCH			APRIL			MAY			JUNE			JULY			AUGUST			SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER			TOTAL		
	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT
ALABAMA																									1		1										1		1
ARIZONA	3		3							5		5				1	3	4				2	1	3	5	1	6	3		3	1	1	2				20	6	26
CALIFORNIA	3		3				6	3	9	6	1	7	3	3	6	5	1	6	3	1	4	7	1	8		2	2									33	12	45
COLORADO													2		2	1		1				1		1	1		1	1	1	2							6	1	7
DELAWARE																												4	1	5							4	1	5
FLORIDA	2		2	3		3	8		8	14	5	19	9	6	15	18	6	24	5	5	10	45	19	64	13	6	19	19	12	31	17	8	25	1		1	154	67	221
IDAHO																						3	1	4													3	1	4
ILLINOIS														1	1		1	1				1		1	16	5	21	5		5	2	3	5				24	10	34
INDIANA											2	2	2	5	7	5	6	11	4		4	9	7	16	17	11	28	40	28	68	4	1	5	1		1	82	60	142
LOUISIANA																												1		1							1		1
MAINE																1		1										1		1							2		2
MARYLAND																									9	1	10	2		2	1		1				12	1	13
MASSACHUSETTS																												1		1							1		1
MICHIGAN	2	5	7				3	2	5	2		2	23	8	31	36	7	43	18	3	21	101	32	133	97	63	160	105	54	159	83	32	115				470	206	676
MINNESOTA																			2	1	3	4		4	3	2	5	2	1	3	3		3				14	4	18
MISSISSIPPI	1		1				1	2	3										3	1	4	7		7	2	2	4										14	5	19
MISSOURI	1	1	2	3	3	6	1		1				2	2	4	6		6	2		2	12	2	14				3	3	6							30	11	41
MONTANA																																		2		2	2		2
NEBRASKA																												2	1	3							2	1	3
NEW MEXICO							2		2																												2		2
NEW YORK														1	1		1	1				8	2	10	4	3	7	5	3	8							17	10	27
NORTH CAROLINA																						1		1													1		1
NORTH DAKOTA																												2		2							2		2
OHIO													7	9	16	17	9	26	21	9	30	27	20	47	33	17	50	140	74	214	16	18	34	3		3	264	156	420
OKLAHOMA																				2	2																	2	2
OREGON	1	1	2	2		2														1	1				2	2	4									3	4	7
TENNESSEE													1		1														1	1							1	1	2
TEXAS										12	1	13	295	301	596	452	438	890	149	112	261	239	228	467	265	203	468	286	240	526	104	66	170	4	1	5	1806	1590	3396
VIRGINIA																															4		4				4		4
WASHINGTON	1		1				2		2							1		1	4	1	5		3	3	2	2	4	5	2	7							15	8	23
WISCONSIN																4	1	5				5	4	9	1	2	3	3	10	13	4	3	7				17	20	37
WYOMING																1		1				1		1				1		1							3		3
TOTAL	14	7	21	8	3	11	23	7	30	39	9	48	344	336	680	548	473	1021	211	136	347	473	320	793	471	322	793	631	431	1062	239	152	371	11	1	12	3012	2177	5189

1978 were at the secondary level (grades 7 through 12). This figure differs significantly from that which is typically found in other states. That such a large percentage of the students entering Arkansas are at the secondary level indicates that Arkansas has acted in ways to meet the special needs of this group of students, ways in which these students feel are both relevant and a worthwhile alternative to work. This high percentage, however, places an extra burden on the Arkansas Migrant Education Program in that students at the secondary level require a greater expenditure per pupil than is true of students at the elementary level.

Information concerning the counties in which Arkansas's migrant students enter is presented in Figure 4. The first fact that may be seen from this table is that for over 90% of the students entering the state, no county was identified. In some cases, this was due to missing information on the student's MSRTS form and, in other cases (the more predominant factor), students were reported as entering one of the two migrant education service centers. Those students for which entering county information was provided, however, entered 27 counties across the State of Arkansas with the major reported entering counties being Mississippi, White, and Newton.

As was discussed briefly in Chapter 1, the migrant lifestyle yields some very real problems for the education of migrant students. Because of their mobility, students find that services are uncoordinated with either gaps or duplications existing. Through the use of the data presented in this mobility

FIGURE 4

STATE OF ORIGIN AND COUNTY DESTINATIONS OF MIGRANT STUDENTS ENTERING ARKANSAS DURING 1978

SENDING STATE \ RECEIVING COUNTY	ARKANSAS	ASHLEY	BENTON	CHICOT	CLAY	CRAIGHEAD	CRITTENDEN	CROSS	DESHA	GREENE	HEMPSTEAD	HOWARD	JEFFERSON	LINCOLN	LONOKE	MADISON	MISSISSIPPI	NEWTON	POINSETT	PRAIRIE	RANDOLPH	ST. FRANCIS	VAN BUREN	WASHINGTON	WHITE	WOODRUFF	YELL	COUNTY NOT REPORTED	TOTAL
ALABAMA																												1	1
ARIZONA					6			1										2	4	4				3				6	25
CALIFORNIA			9			3		3	2																6			22	45
COLORADO																								2				5	7
DELAWARE																												5	5
FLORIDA	3		8			2	2		2		8				2	4	27		9		3	4		5	11		3	178	221
IDAHO			4																										4
ILLINOIS																												34	34
INDIANA																	1						1		7			133	142
LOUISIANA																												1	1
MAINE																												2	2
MARYLAND																												13	13
MASSACHUSETTS									1																				1
MICHIGAN					3	6		5							1	4	22	35	5			3		3	30	4		555	676
MINNESOTA																												18	18
MISSISSIPPI				4					6			4	1					3	1			3			4	7			19
MISSOURI	1		4		1					5							12	3				4			4				41
MONTANA																												2	2
NEBRASKA									3																				3
NEW MEXICO			2																										2
NEW YORK																												27	27
NORTH CAROLINA																			1										1
NORTH DAKOTA																												2	2
OHIO									1										4									415	420
OKLAHOMA						1																						1	2
OREGON					4				2															2				1	9
TENNESSEE																												2	2
TEXAS		10		3					5			1		2	1		11		8				2	3			3350	3396
VIRGINIA																	4												4
WASHINGTON			8															6						3	1			5	23
WISCONSIN																												37	37
WYOMING																												3	3
TOTAL	4	10	35	7	14	12	2	9	22	5	8	5	1	2	4	8	77	46	32	4	3	14	1	20	62	11	3	4760	5199

study, some of the negative impacts, however, may be minimized. Two further pieces of information that will prove to be of special benefit in this are the counties and schools from which students came immediately prior to entering Arkansas and the home base states for migrant students.

The first of the two special mechanisms described in the previous paragraph are shown in Figures 5 and 6. Figure 5 documents the major sending counties for migrant students entering Arkansas during 1978. Using an arbitrary cutoff of a minimum of 20 migrant students, 18 counties accounted for over 73% of all the migrant students that entered Arkansas. In fact, one county, Hidalgo in Texas, supplied almost 38% of all students that entered during 1978. Figure 6 takes this information one step further, listing the major sending schools for migrant students who entered Arkansas during 1978. Again using the 20 student minimum as the arbitrary cutoff point, there were 67 schools that were major sending schools for Arkansas' entering students. In fact, five schools in Texas (Edcouch Elsa Junior High, Weslaco, Hoge Junior High, La Villa Elementary, and Cuellar Elementary) supplied almost 8% of all students that entered Arkansas during 1978. Obviously, coordination needs to occur between the Arkansas Migrant Education Program and these major sending counties and schools if migrant students are to benefit from the education that is provided by the two states.

The second major interstate coordinating point is that of the home base states of migrant students. As may be seen in Figure 7, 19 states and the nation of Mexico served as home base

FIGURE 5

MAJOR SENDING COUNTIES FOR MIGRANT STUDENTS
ENTERING ARKANSAS DURING 1978

FLORIDA	
COLLINS	42
HILLSBOROUGH	21
POLK	48
INDIANA	
HOWARD	23
OHIO	
FULTON	46
HENRY	27
OTTAWA	23
PUTNAM	44
SANDUSKY	101
SENECA	38
WOOD	54
TEXAS	
BEXAR	147
CAMERON	877
HIDALGO	1970
MARTIN	31
STARR	55
WEBB	82
WILLACY	98

FIGURE 6

MAJOR SENDING SCHOOLS FOR MIGRANT STUDENTS
ENTERING ARKANSAS DURING 1978

MICHIGAN	
BAY CITY AUBURN ELEMENTARY	22
B. S. MIGRANT EDUCATION PROGRAM	65
EAU CLAIRE MIGRANT EDUCATION	29
COLOMA ELEMENTARY SCHOOL	29
KENT CITY ELEMENTARY	31
SPITLER ELEMENTARY	32
SHELBY READ ELEMENTARY	27
UNIONVILLE ELEMENTARY	23
LAWRENCE ELEMENTARY	32
PINCONING ELEMENTARY	31
ANNA MICHEN ELEMENTARY	27
OHIO	
EVERGREEN LOCAL	23
PIKE DELTA YORK LOCAL	23
PATRICK HENRY LOCAL	26
GENOA AREA LOCAL	20
LEIPSIC LOCAL	27
WOODMORE LOCAL	36
GIBSONBURG EX. VIL.	21
FREMONT CITY	39
OLD FORT LOCAL	38
TEXAS	
CAMERON COUNTY	
BROWNSVILLE SCHOOL	52
LA FERIA HIGH SCHOOL	27
C. E. VAIL JUNIOR HIGH	23
ROOSEVELT ELEMENTARY	33
SAN BENITO HIGH	37
MILLER JORDAN JUNIOR HIGH	49
BOOTH ELEMENTARY	56
ROBERTS ELEMENTARY	20
SULLIVAN ELEMENTARY	20
ENCANTADA ELEMENTARY	56
SANTA ROSA HIGH	26
SANTA ROSA ELEMENTARY	47
HIDALGO COUNTY	
DONNA HIGH	24
GUZMAN ELEMENTARY	30
DONNA ELEMENTARY	59
EDCOUCH ELSA JUNIOR HIGH	72
CENTRAL ELEMENTARY	50
EDCOUCH ELEMENTARY	37

FIGURE 6 (CONT.)

MAJOR SENDING SCHOOLS FOR MIGRANT STUDENTS
ENTERING ARKANSAS DURING 1978

HIDALGO COUNTY (CONT.)	
KENNEDY ELEMENTARY	49
SOUTH JUNIOR HIGH	23
MERCEDES HIGH	37
MERCEDES JUNIOR HIGH	48
KENNEDY ELEMENTARY	51
TAYLOR ELEMENTARY	21
TRAVIS ELEMENTARY	15
WEST ELEMENTARY	28
GRAHAM ELEMENTARY	23
MISSION JUNIOR HIGH	21
PHARR SAN JUAN ALAMO	28
PSJA NINTH	23
FORD ELEMENTARY	28
PROGRESSO ELEMENTARY	31
MEMORIAL ELEMENTARY	23
J. F. KENNEDY ELEMENTARY	24
WESLACO	78
HOGE JUNIOR HIGH	98
AUSTIN ELEMENTARY	37
BLACK ELEMENTARY	33
HOUSTON ELEMENTARY	38
HORTON ELEMENTARY	37
ROOSEVELT ELEMENTARY	41
LA VILLA ELEMENTARY	91
MONTE ALTO ELEMENTARY	45
MOYE JUNIOR HIGH	23
D. BROWN JUNIOR HIGH	21
CUELLAR ELEMENTARY	75
STARR COUNTY	
GRULLA JUNIOR HIGH	24

FIGURE 7

HOME BASE STATES OF MIGRANT STUDENTS
ENTERING ARKANSAS - 1978

HOME BASE STATE	GRADE LEVELS		
	K-6	7-12	TOTAL
ALASKA	18	10	28
ARIZONA	8	5	13
ARKANSAS	187	60	247
CALIFORNIA	27	6	33
COLORADO	2	—	2
FLORIDA	80	17	97
ILLINOIS	2	4	6
INDIANA	6	—	6
MAINE	2	—	2
MICHIGAN	40	10	50
MISSISSIPPI	6	2	8
MISSOURI	10	8	18
OHIO	13	3	16
OKLAHOMA	—	1	1
OREGON	2	2	4
TEXAS	2583	2046	4629
WASHINGTON	2	—	2
WISCONSIN	1	—	1
WYOMING	2	—	2
MEXICO	18	2	20
NOT REPORTED	3	1	4
TOTAL	3012	2177	5189

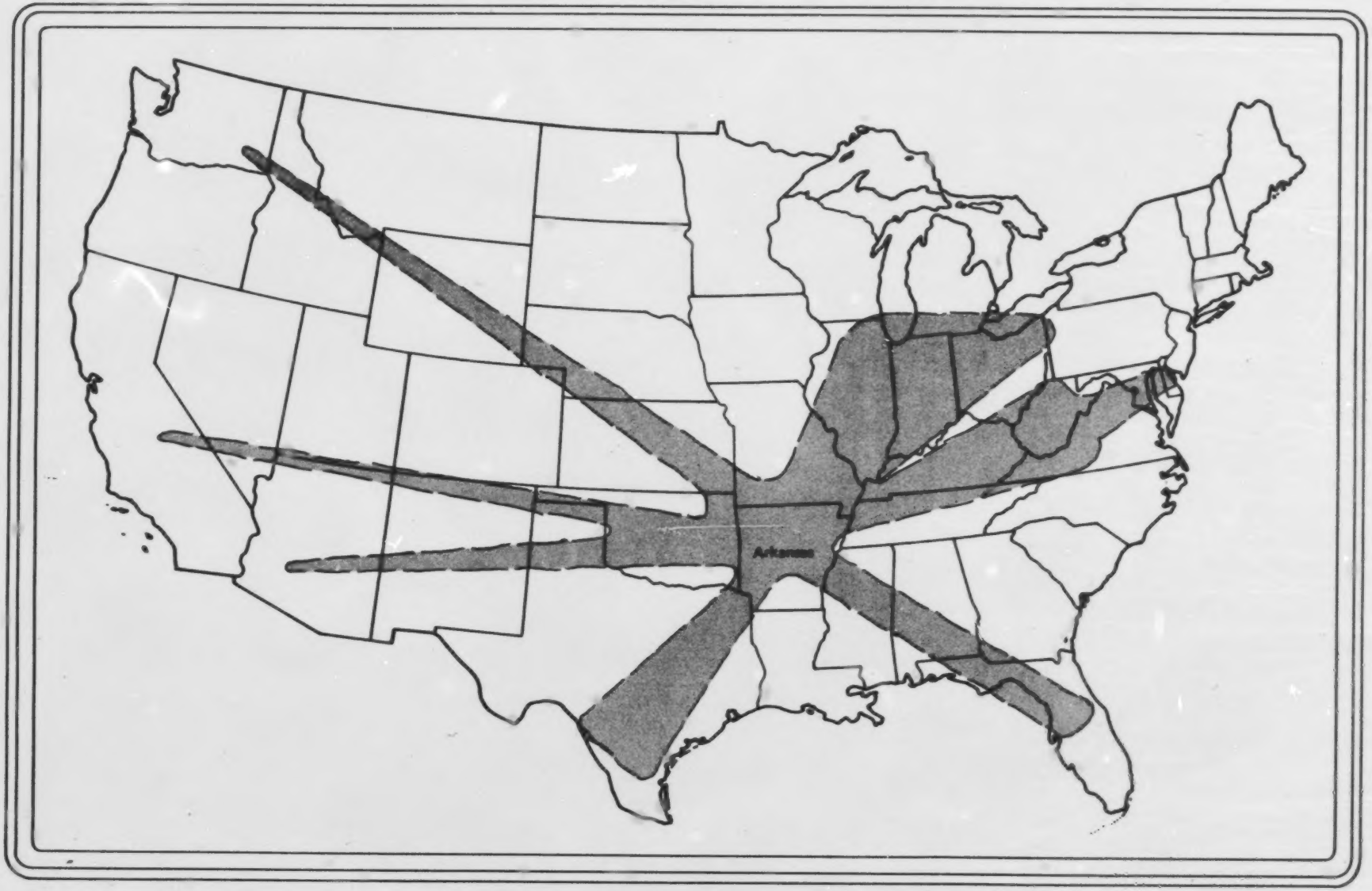
for migrant students who entered Arkansas during 1978. It is in these home base states that the migrant students spend the greatest proportion of their time and to which migrant students consistently return. By coordinating educational programs with those in operation in the home base states, the students' education can be further enhanced. In the case of Arkansas' migrant students, there are two home base states that predominate. First, Texas, with approximately 90% of all students who entered Arkansas claiming Texas as their home base, and Arkansas itself, with approximately 5% of all entering students claiming Arkansas as home base. This relatively low number of major home base states will make it possible for the Arkansas Migrant Education Program to more easily coordinate on a long-term basis with other state programs in meeting the special needs of migrant students.

Departing Arkansas

Given its central location, Arkansas receives migrant students from a large number of states and sends these students on to states all across the nation. When migrant students and their families leave Arkansas, they travel to all parts of the nation, from Washington, Oregon, and California on the west coast to Maine, Maryland, and Florida on the east coast. The general patterns of these students as they leave the State of Arkansas may be seen in Figure 8. In all, 22 states serve as the immediate destination points for Arkansas' migrant students. These destination states and the months in which students depart for them

FIGURE 8

GENERAL PATTERNS OF MIGRANT STUDENTS DEPARTING ARKANSAS



may be seen in Figure 9. While students leave for 22 different states, Figure 9 indicates that the top five states received almost 96% of all migrant students who departed during 1978. These top five states are:

Texas	72.2%
Michigan	11.2%
Ohio	6.9%
Florida	3.5%
Indiana	2.0%

As was found to be true for students entering Arkansas, there are two basic departure seasons for the state, and those seasons parallel those for the entering students. Student departures run relatively high during the seven months from May through November and relatively low in the five months from December through April. During the seven active months, approximately 98% of all departures occur with only 2% occurring during the five relatively inactive months. The major departure months for Arkansas' migrant students are June, with 23.4%, and October, with 18.2%. As may be expected, there are some significant differences in the general geographic destinations over the departing months. An example of this may be seen in the relatively large number of departures during May and June for Michigan and Ohio and the almost absence of departures for these states in October.

In an attempt to make departing data more useful for program planners, information on the county of origin and state of destination are presented in Figure 10. As may be seen, as with

FIGURE 9

NUMBER, ORIGIN, AND GRADE LEVELS OF
MIGRANT STUDENTS DEPARTING ARKANSAS DURING 1978

RECEIVING STATE	JAN. 1978			FEB. 1978			MAR. 1978			APR. 1978			MAY 1978			JUNE 1978			JULY 1978			AUG. 1978			SEPT. 1978			OCT. 1978			NOV. 1978			DEC. 1978			TOTAL		
	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT	K-6	7-12	TOT
ARIZONA											1	1	1		1										4	3	7				1		1				6	4	10
CALIFORNIA													8	6	14	2		2	3	1	4				2		2										15	7	22
COLORADO																1	1	2				1		1													2	1	3
DELAWARE																1	1	2																			1	1	2
FLORIDA	11	3	14	3	4	7		1	1	4		4	13	4	17	5	3	8	1	2	3	37	12	49	14	3	17	16	3	19	9	3	12	4		4	117	38	155
ILLINOIS													2	5	7	1	4	5	3		3															6	9	15
INDIANA	1		1							4		4	4	2	6	22	17	39	10	9	19	8	8	16		2	2									49	38	87
KANSAS													2		2																					2		2
LOUISIANA	5	2	7				4		4																						3		3				12	2	14
MAINE																1		1																			1		1
MARYLAND																									2	1	3										2	1	3
MICHIGAN	3	1	4	1		1	2	2	4				81	56	137	173	95	268	13	4	17	10	5	15	23	11	34	6	1	7	2	1	3	2	1	3	316	177	493
MISSISSIPPI	1	1	2										4	1	5																					5	2	7
MISSOURI							1	1	2	2	1	3	2	5	7							4	2	6		1	1	4	2	6	6	1	7				19	13	32
NEW YORK													7	5	12		1	1				3	2	3													8	8	16
NORTH CAROLINA										1		1																									1		1
OHIO													63	40	103	68	52	120	39	18	57	18	6	24													188	116	304
OKLAHOMA	3		3							4	1	5																									7	1	8
TEXAS		1	1							8	1	9	140	145	285	278	297	575	77	63	140	284	297	581	298	251	549	429	340	769	162	108	270	1		1	1677	1503	3180
VIRGINIA													6		6										2		2										8		8
WASHINGTON							4		4				6	7	13													1	1	2							11	8	19
WISCONSIN														6	6	6	3	9	4	2	6				1		1									11	11	22
TOTAL	24	8	32	4	4	8	11	4	15	23	4	27	339	282	621	558	474	1032	150	99	249	363	332	695	346	272	618	456	347	803	183	113	296	7	1	8	2464	1940	4404

FIGURE 10

COUNTY OF ORIGIN AND DESTINATION OF MIGRANT STUDENTS DEPARTING ARKANSAS DURING 1978

SENDING COUNTY \ RECEIVING STATE	ARIZONA	CALIFORNIA	COLORADO	DELAWARE	FLORIDA	ILLINOIS	INDIANA	KANSAS	LOUISIANA	MAINE	MARYLAND	MICHIGAN	MISSISSIPPI	MISSOURI	NEW YORK	NORTH CAROLINA	OHIO	OKLAHOMA	TEXAS	VIRGINIA	WASHINGTON	WISCONSIN	TOTAL
ARKANSAS												3									1		4
ASHLEY									5										5				10
BENTON					7			2	4					4		1					5		23
CHICOT																			2				2
CLAY												3											3
CRAIGHEAD		4			3							2											9
CROSS		1			4																		5
DESHA					2				3				2						7				14
JACKSON					5																		5
LEE													3										3
LINCOLN																			1				1
MADISON												5							3				8
MISSISSIPPI					19							7		19				5	12	6			68
NEWTON	2											30									3		35
PIKE												2											2
POINSETT	4				9				2			4					3		1				23
PRAIRIE	1																						1
RANDOLPH					2							1											3
ST. FRANCIS		4			3							3		4									14
VAN BUREN							1																1
WASHINGTON					5						3	2						3	3		3		19
WHITE					11		5					21									7		44
WOODRUFF												4		5									9
NOT REPORTED	3	13	3	2	85	15	81			1		406	2		16		301		3146	2		22	4098
TOTAL	10	22	3	2	155	15	87	2	14	1	3	493	7	32	16	1	304	8	3180	8	19	22	4404

entering data, Arkansas county designators were not entered for over 90% of the departing students. For those students for which the county designation was made, the major sending counties within Arkansas are Mississippi, White, and Newton.

A county and school analysis similar to that performed for students entering Arkansas has been performed for departing students. As may be seen in Figure 11, 14 counties accounted for almost 76% of all student destinations during 1978. In fact, two counties (Hidalgo and Cameron in Texas) accounted for over 60% of all departures during the year. Figure 12 takes this data one step further, identifying the major receiving schools for migrant students departing from Arkansas during 1978. Again using the arbitrary designation of a minimum of 20 migrant students, there are 56 schools which are designated as primary receiving schools. Of these 56 schools, 47 are in the State of Texas, predominantly in Cameron and Hidalgo counties. In fact, three schools in the latter county accounted for 6.6% of all departures from Arkansas during the year.

Finally, a knowledge of the home base states of migrant students departing Arkansas (in some sense, their ultimate destination) will also serve to allow program planners to more closely coordinate the educational, health, and other social programs in a way that will more nearly meet the students' specific needs. As may be seen in Figure 13, over 91% of all departing students were home based in the State of Texas. The second ranking state was Arkansas followed by Florida. Obviously, a high level of coordination needs to exist between

FIGURE 11

MAJOR RECEIVING COUNTIES FOR MIGRANT STUDENTS
DEPARTING FROM ARKANSAS DURING 1978

FLORIDA	
HILLSBOROUGH	21
POLK	40
OHIO	
FULTON	32
HENRY	25
PUTNAM	34
SANDUSKY	89
WOOD	24
TEXAS	
BEXAR	130
CAMERON	867
HIDALGO	1862
MARTIN	29
STARR	55
WEBB	36
WILLACY	88

FIGURE 12

MAJOR RECEIVING SCHOOLS FOR MIGRANT STUDENTS
DEPARTING FROM ARKANSAS DURING 1978

MICHIGAN	
B. S. MIGRANT EDUCATION PROGRAM	52
KENT CITY ELEMENTARY	34
SPITLER ELEMENTARY	26
LAWRENCE ELEMENTARY	21
PINCONING CENTRAL	34
OHIO	
PATRICK HENRY LOCAL	25
WOODMORE LOCAL	28
FREMONT CITY	37
OTSEGO LOCAL	22
TEXAS	
CAMERON COUNTY	
FAULK INTERMEDIATE	20
BROWNSVILLE SCHOOL	34
HARLINGEN HIGH SCHOOL	25
GAY JUNIOR HIGH	26
LA FERIA HIGH SCHOOL	37
C. E. VAIL JUNIOR HIGH	34
ROOSEVELT ELEMENTARY	25
SAN BENITO HIGH	56
MILLER JORDAN JUNIOR HIGH	56
BOOTH ELEMENTARY	48
ROBERTS ELEMENTARY	26
ENCANTADA ELEMENTARY	42
SANTA ROSA HIGH SCHOOL	31
SANTA ROSA ELEMENTARY	36
PORTER HIGH SCHOOL	21
HIDALGO COUNTY	
ALTON ELEMENTARY	20
DONNA HIGH	27
CENTRAL JUNIOR HIGH	22
GUZMAN ELEMENTARY	23
CALLA STARNKE ELEMENTARY	25
DONNA ELEMENTARY	49
RUNN ELEMENTARY	21
EDCOUCH ELSA JUNIOR HIGH	97
CENTRAL ELEMENTARY	55
EDCOUCH ELEMENTARY	39
KENNEDY ELEMENTARY	43
EDINBURG HIGH SCHOOL	29
NORTH JUNIOR HIGH	20
MERCEDES HIGH	51

FIGURE 12 (CONT.)

MAJOR RECEIVING SCHOOLS FOR MIGRANT STUDENTS
DEPARTING FROM ARKANSAS DURING 1978

HIDALGO COUNTY (CONT.)	
MERCEDES JUNIOR HIGH	43
KENNEDY ELEMENTARY	46
TRAVIS ELEMENTARY	33
PEARSON ELEMENTARY	20
PHARR SAN JUAN ALAMO	22
FORD ELEMENTARY	31
WESLACO HIGH	107
HOGE JUNIOR HIGH	88
AUSTIN ELEMENTARY	39
BLACK ELEMENTARY	24
HOUSTON ELEMENTARY	34
HORTON ELEMENTARY	35
ROOSEVELT ELEMENTARY	31
LA VILLA ELEMENTARY	65
MONTE ALTO ELEMENTARY	32
CUELLAR ELEMENTARY	62
L. B. JOHNSON JUNIOR HIGH	27
STARR COUNTY	
GRULLA JUNIOR HIGH	20

FIGURE 13

HOME BASE STATES OF MIGRANT STUDENTS
DEPARTING ARKANSAS - 1978

HOME BASE STATE	GRADE LEVELS		
	K-6	7-12	TOTAL
ALASKA	7	9	16
ARIZONA	3	4	7
ARKANSAS	109	47	156
CALIFORNIA	18	3	21
COLORADO	1	—	1
FLORIDA	61	17	78
ILLINOIS	—	4	4
INDIANA	3	—	3
KANSAS	2	—	2
LOUISIANA	8	2	10
MAINE	1	—	1
MICHIGAN	17	2	19
MISSISSIPPI	6	3	9
MISSOURI	17	10	27
OHIO	1	—	1
OKLAHOMA	—	1	1
OREGON	2	2	4
TEXAS	2197	1824	4021
WASHINGTON	1	—	1
WISCONSIN	1	—	1
WYOMING	1	—	1
MEXICO	3	1	4
NOT REPORTED	5	11	16
TOTAL	2464	1940	4404

the Arkansas and Texas Migrant Education Programs in order to be of greater assistance to these students.

Summary

The preceding sections have documented the interstate movement patterns of Arkansas' migrant students. While interstate students are only a portion of the students served by the Arkansas Migrant Education Program, their needs are great and must be thoughtfully addressed. A thorough knowledge of the monthly mobility patterns of these students is essential if interstate cooperation and program coordination are to effectively occur. Figures 14 through 25 graphically present the monthly interstate flows of migrant students for the 1978 calendar year for Arkansas.

Intrastate Migration

Frequency of Movement

During the 1978 calendar year, there were approximately 10,000 migrant students identified as being in some way a part of the Arkansas Migrant Education Program. The number of moves which these students made during the year is shown in Figure 26. As may be seen, the average number of movements of Arkansas' intrastate migrant students is relatively low. Over half the students moved only one time during the year and almost one-third of the students indicated no movement during the year. It is important to remember, however, that unless a student moves from one project school to another project school, no movement

FIGURE 14

ARKANSAS MIGRANT STUDENT MOVEMENT
JANUARY, 1978

FIGURE 15

ARKANSAS MIGRANT STUDENT MOVEMENT
FEBRUARY, 1978

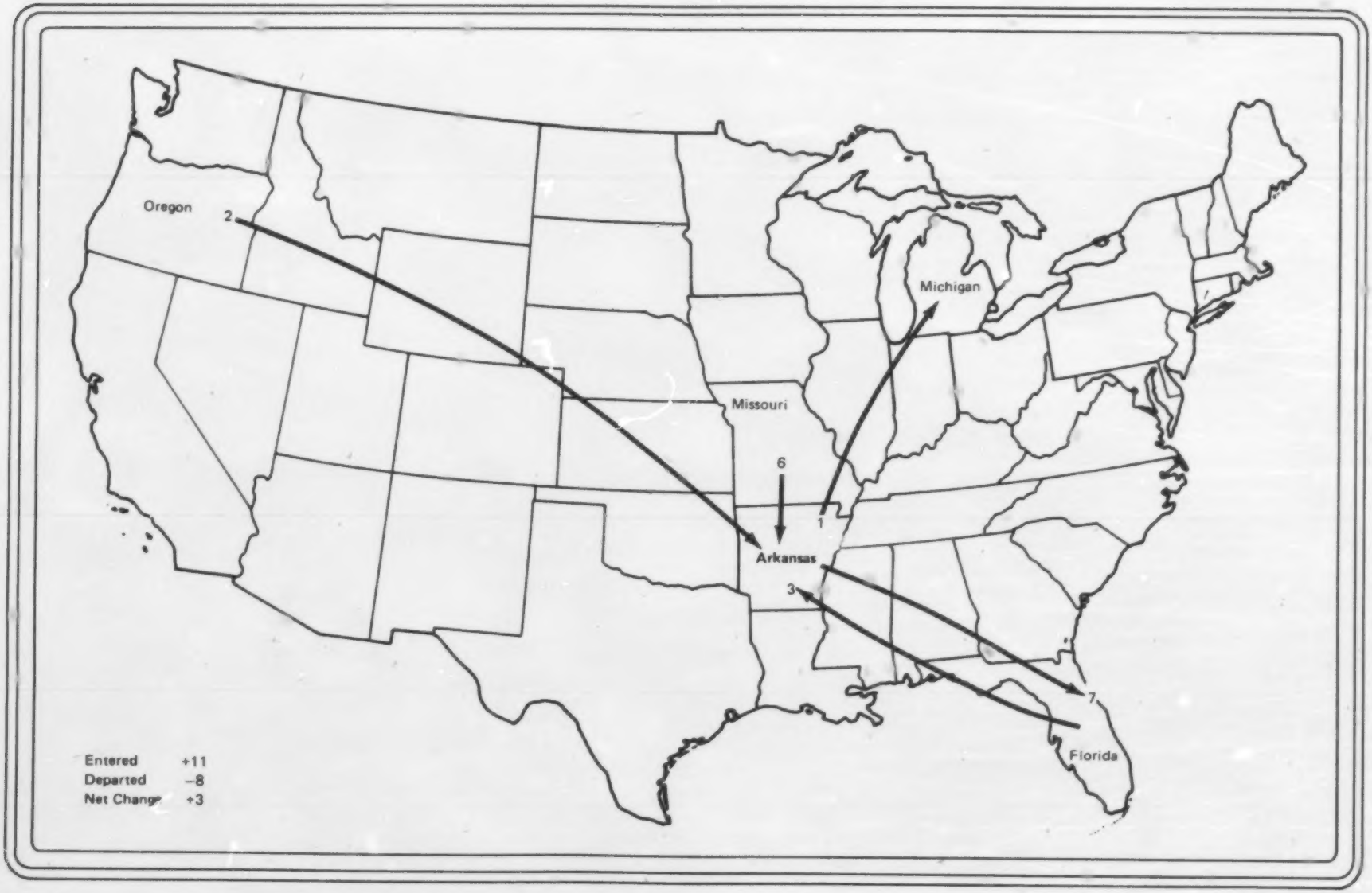


FIGURE 16

ARKANSAS MIGRANT STUDENT MOVEMENT
MARCH, 1978

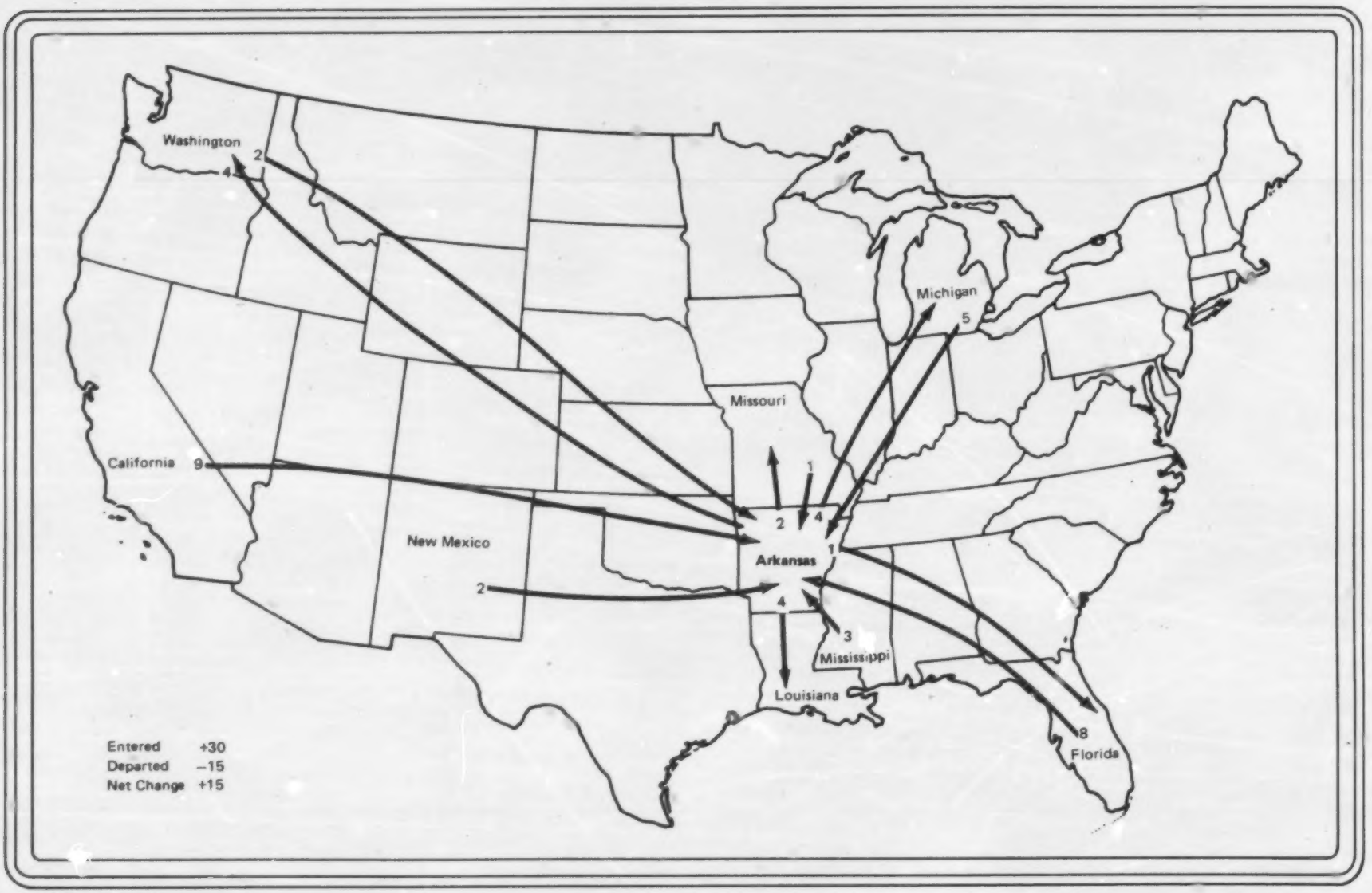


FIGURE 17

ARKANSAS MIGRANT STUDENT MOVEMENT
APRIL, 1978

FIGURE 18

ARKANSAS MIGRANT STUDENT MOVEMENT
MAY, 1978

FIGURE 19

ARKANSAS MIGRANT STUDENT MOVEMENT
JUNE, 1978

FIGURE 20

ARKANSAS MIGRANT STUDENT MOVEMENT
JULY, 1978

FIGURE 21

ARKANSAS MIGRANT STUDENT MOVEMENT
AUGUST, 1978

FIGURE 22

ARKANSAS MIGRANT STUDENT MOVEMENT
SEPTEMBER, 1978

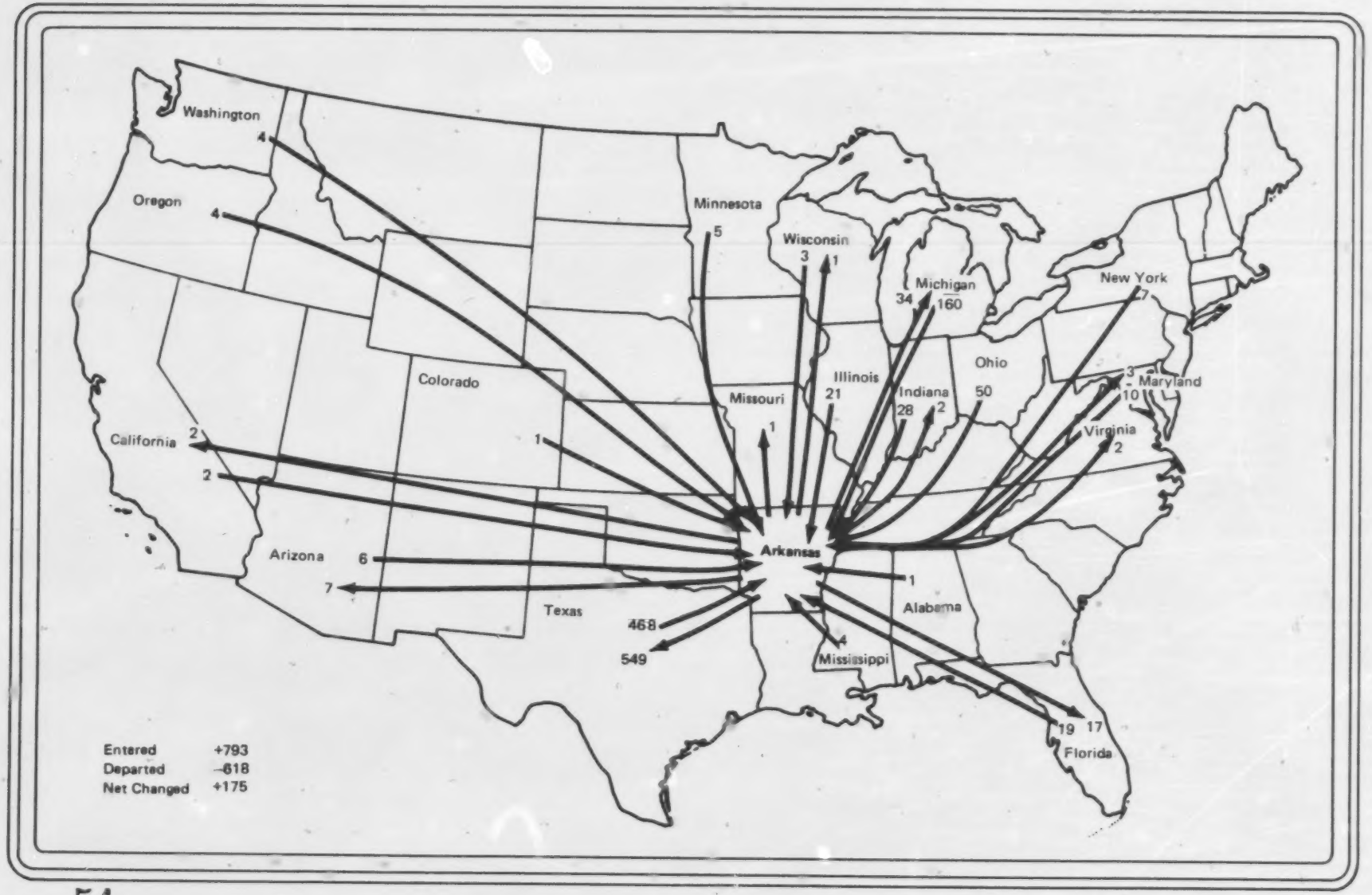


FIGURE 23

ARKANSAS MIGRANT STUDENT MOVEMENT
OCTOBER, 1978

FIGURE 24

ARKANSAS MIGRANT STUDENT MOVEMENT
NOVEMBER, 1978

FIGURE 25

ARKANSAS MIGRANT STUDENT MOVEMENT
DECEMBER, 1978

FIGURE 26

NUMBER OF MIGRANT STUDENTS MOVING INDICATED NUMBER OF TIMES WITHIN THE STATE OF ARKANSAS DURING 1978

NUMBER OF MOVES	NUMBER (PERCENT) OF STUDENTS
0	3201 (32.1%)
1	5560 (55.8%)
2	1055 (10.6%)
3	129 (1.3%)
4	16 (0.2%)
TOTAL	9961

would be recorded. It is possible, therefore, that, for a number of students identified as not having moved during the year, movement either did occur within the state or to another state, but that the students involved did not enroll in another school with a migrant project.

In an attempt to help Arkansas' program planners to better understand the "no movement" phenomenon, Figure 27 identifies the county of school registration for migrant students indicating no movement during 1978. As may be seen, there were two counties for which a large number of nonmobile students were identified, those counties being Benton county and Washington county. In addition, there were four other counties for which at least 100 nonmobile students were identified. Those counties, in decreasing order numerically, are White, St. Francis, Mississippi, and Arkansas. Again, in interpreting this data, great care must be given to be certain that the analyst distinguishes between a student who does not move (a settled-out migrant), one who moves to a nonproject school, and one who moves to a project school area but does not participate. Students for whom a project is available should be identified and recruited and enrolled in the project so that their specialized education may be continued.

Movement Patterns

When detailed patterns for Arkansas' intrastate migrant student movement were analyzed, it was observed that the majority of migrant student movement occurred within the individual

FIGURE 27

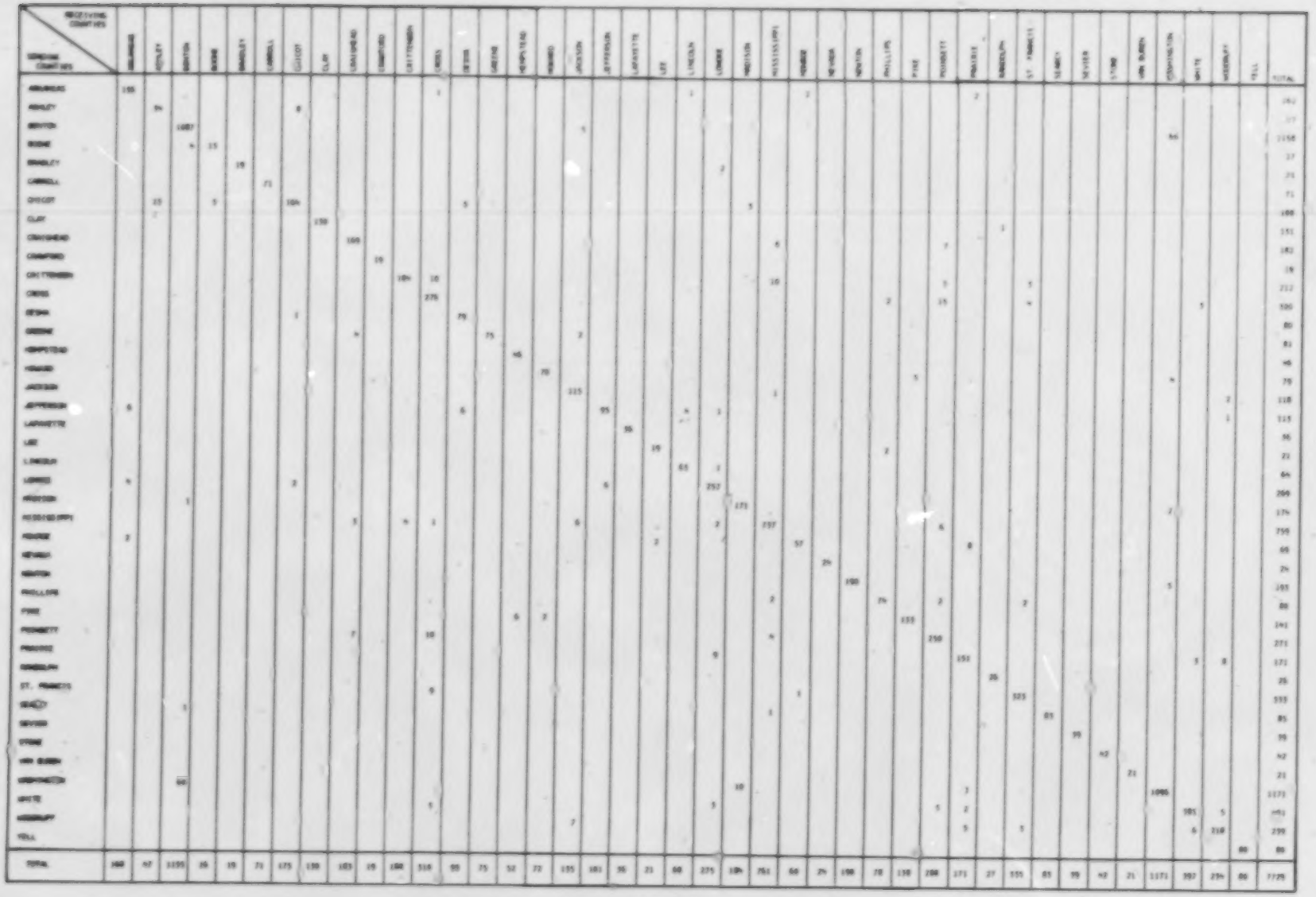
COUNTY OF SCHOOL REGISTRATION FOR MIGRANT STUDENTS
INDICATING NO MOVEMENT DURING 1978

COUNTY	NUMBER OF STUDENTS
ARKANSAS	102
ASHLEY	51
BENTON	375
BOONE	5
BRADLEY	72
CARROLL	12
CHICOT	64
CLAY	21
CRAIGHEAD	46
CRAWFORD	5
CRITTENDEN	70
CROSS	88
DESHA	27
GREENE	10
HEMPSTEAD	35
HOWARD	16
JACKSON	24
JEFFERSON	60
LEE	10
LINCOLN	21
LONOKE	89
MADISON	56
MISSISSIPPI	117
MONROE	34
NEVADA	2
NEWTON	34
PHILLIPS	38
PIKE	34
POINSETT	93
PRAIRIE	47
RANDOLPH	10
ST. FRANCIS	131
SEARCY	50
SEVIER	34
STONE	24
VAN BUREN	1
WASHINGTON	353
WHITE	135
WOODRUFF	88
YELL	3
NO COUNTY REPORTED	714
TOTAL	3201

county. These data are reported in Figure 28. As may be seen, while there was movement between the several counties participating in the Arkansas Migrant Education Program, by far the greatest proportion of all intrastate movements occurred between project schools within the county itself. To the extent that this occurs frequently, the Arkansas Migrant Education Program will be better able to assist in the coordination of services in an attempt to minimize the negative impacts of educational discontinuity.

FIGURE 28

INTRASTATE MOVEMENT OF MIGRANT STUDENTS
IN ARKANSAS DURING 1978



CHAPTER 3

SUMMARY AND RECOMMENDATIONS

Summary

The major findings of the Arkansas Migrant Student Movement Study are:

- During the 1978 calendar year, 5,189 migrant students entered Arkansas, and 4,104 migrant students left the state.
- Approximately 42% of all migrant students entering Arkansas were at the secondary level (grades 7-12).
- The major states which are involved with Arkansas' interstate migrant students are Texas, Michigan, Ohio, Florida, and Indiana. In all, these states account for approximately 95% of all interstate migrant student movements.
- There are 18 counties, each of which provide a minimum of 20 migrant students to the Arkansas Migrant Education Program. Hidalgo and Cameron counties in Texas alone account for approximately 55% of all student entries. Similarly, there are 14 counties to which a minimum of 20 of Arkansas' migrant students move. Again the predominant counties of destination are Hidalgo and Cameron, with 62% of all departures from Arkansas occurring to those two counties in Texas.

- There were 67 schools which provided a minimum of 20 migrant students each to Arkansas and 56 individual schools to which a minimum of 20 of Arkansas' migrant students moved.
- The major home base state for Arkansas' interstate migrant student population is Texas.
- Of those students identified as intrastate migrant students, over 3,000 showed no movement during the calendar year. A significant number of these students are believed to be travelling to nonproject schools.
- The major portion of Arkansas' intrastate migrant student movement occurs within the individual counties within the school year. Over 90% of all intrastate movement occurred within the individual counties.

Recommendations

Based on the data presented in the preceding sections of this study, the following recommendations are made:

- A thorough review should be made of the secondary education program to determine the reasons for its success in attracting and retaining migrant students. This review should encompass all aspects of the program including identification and recruitment procedures, educational program content, and career training aspects. This review should search for features that may be replicated in other states and should identify exemplary projects for nomination to U. S. Department of Health, Education, and Welfare.

- A program of interstate coordination should be established between the State of Arkansas and those counties and schools to or from which a significant number of Arkansas' migrant students travel. By establishing an ongoing information exchange program, staff persons, both within Arkansas and the associated states, would be better able to meet the special educational and social needs of migrant students when they enter the state.
- State personnel should act to encourage the recording of Arkansas county codes on all MSRTS records. Through the use of county codes, more accurate tracking of student movements will be possible with program personnel better able to adjust services as necessary.
- A study similar to the present study should be repeated every three to five years to identify new mobility patterns. Over time, there are typically significant changes in the numbers of patterns of migrant student movements. A follow-up study should be conducted to determine the extent to which these changes are occurring and to identify the impact that this has on the Arkansas Migrant Education Program.
- State and local project personnel should develop and implement a follow-up program for those students for whom no moves were identified. While a number of these students may have moved to nonproject schools during the year, it is also possible that they moved to areas in

which migrant programs were functioning and were not enrolled in the project. A coordinated program should be undertaken to make certain that each student has available the necessary package of educational and social services necessary for his or her full development.

This report was prepared for the Arkansas Migrant Education Program by D. A. LEWIS ASSOCIATES, INC., a research, consulting, and publishing company. The firm has performed client assignments for federal agencies, over twenty states, and private organizations, including such research as comprehensive needs assessments for migrant education in three states, analysis of the movements of migrant students for ten states, evaluation of the educational and economic impact of preschool day care centers, two separate benefits analyses of the Migrant Student Record Transfer System, management studies for three federal agencies, and state and regional migrant program evaluations for several states. In addition to its research activities, the firm has developed manuals and other publications including The Migrant Educator, the national news publication for educators of migrant children, and the Migrant Administrator's Management Guide.

The principal author of this report is BENJAMIN G. DAVIS, Director of Evaluation and Economic Studies for D. A. Lewis Associates, Inc. Mr. Davis has an extensive background in economic analysis and social program evaluation. His professional specialty is in the economics of human resources with experience in the areas of educational program evaluation, manpower projections and analyses, cost-effectiveness analysis, and management systems evaluation. In addition to the present volume, Mr. Davis has authored publications for the United Nations; the National Center for Educational Statistics, USOE; and the Federal Technical Assistance Team.